

# THE DEVELOPMENT GUIDELINES FOR VOCATIONAL COMPETENCE OF STUDENTS AT GUANGXI TALENT INTERNATIONAL COLLEGE\*

Duan TangWen<sup>1</sup>, Wichian Intarasompun<sup>2</sup> and Nuttamon Puchatree<sup>3</sup>

<sup>1-3</sup>Bansomdejchaopraya Rajabhat University, Thailand

Corresponding Author's Email: wichian.in@bsru.ac.th

Received 7 May 2026; Revised 18 May 2026; Accepted 20 May 2026

## Abstract

This study aims to investigate the current level of vocational competence among students at Guangxi Talent International College and to propose a corresponding set of development guidelines. The research employed an explanatory sequential mixed method. Quantitative data were collected from a sample of 375 students via a self-assessment questionnaire, while qualitative insights were obtained through semi-structured interviews with five experienced teachers and administrators. Data analysis involved descriptive statistics and thematic analysis.

The research findings are as follows:

1) The overall vocational competence of students across five core dimensions was at a high level ( $\bar{X}$  =4.01, S.D.=0.81). Among these, "Information Processing and Digital Literacy" ranked the highest ( $\bar{X}$  =4.22, S.D.=0.72), whereas "Lifelong Learning and Self-improvement Capabilities" ranked the lowest, though still at a high level ( $\bar{X}$  =3.89, S.D.=0.91).

Citation:



\*

Duan TangWen, Wichian Intarasompun and Nuttamon Puchatree. (2026). The Development Guidelines For Vocational Competence Of Students At Guangxi Talent International College.

Modern Academic Development and Promotion Journal, 4(4), 231-248.;

DOI: <https://doi.org/10.>

<https://so12.tci-thaijo.org/index.php/MADPIADP/>

2) Based on the identified strengths and relative weaknesses, a comprehensive framework of development guidelines was formulated. The proposed guidelines emphasize enhancing applied professional confidence, bridging digital tool proficiency with authentic problem-solving, integrating cross-cultural communication training, fostering a supportive innovation ecosystem, and cultivating intrinsic motivation for self-regulated learning.

**Keywords:** Vocational Competence, Development Guidelines, Vocational College

## Introduction

In the context of globalization and rapid technological advances, vocational competence has become a crucial determinant of employability and career success. Guangxi Talent International College, as an institution committed to preparing students for the global workforce, recognizes the importance of fostering vocational competence among its students. This competence encompasses not only technical skills but also soft skills, adaptability, and a global mindset quality that are essential for navigating the complexities of the modern workplace. The development of vocational competence is particularly relevant for Guangxi Talent International College, given its focus on international talent training and its strategic location in a region that is increasingly integrating into global economic networks through initiatives such as the Belt and Road Initiative. This study aims to establish a comprehensive framework for guiding the development of vocational competence among students at Guangxi Talent International College, ensuring that they are well-equipped to meet the demands of the international labor market. (Jingfei, X. et al., 2026; Meifen, Z. et al., 2026),

The necessity and strategic approach for developing vocational competence guidelines tailored to the unique context of Guangxi Talent International College. By reviewing existing literature, identifying current challenges, and proposing evidence-based strategies, this document seeks to

contribute to the broader discourse on vocational education and training (VET) while addressing the specific needs of the college's student population. The ultimate goal is to enhance the vocational competence of students, thereby improving their career prospects and contributing to the regional and global economic development. Vocational competence is a multifaceted construct that includes technical skills, soft skills, and the ability to apply knowledge in practical contexts. Research has shown that vocational education and training (VET) programs can significantly enhance students' employability by providing them with practical skills that are directly applicable to specific industries (Davis, 2023). Additionally, studies have emphasized the importance of soft skills, such as communication, teamwork, and problem-solving, in complementing technical expertise and ensuring career success [Johnson et al., 2021]. In the context of international education, vocational competence also involves intercultural competence and a global mindset, which are essential for working in diverse and globalized environments (Williams, 2022).

Recent research has highlighted the role of contextual factors in shaping vocational competence. For example, the alignment of educational programs with industry needs is critical for ensuring that students acquire relevant skills [Davis, 2023]. Furthermore, the integration of technology in vocational education has been shown to enhance learning outcomes and prepare students for the digital workplace. In the context of Guangxi, studies have identified the importance of industry-education integration, faculty development, and internationalized teaching as key strategies for improving vocational education. These findings suggest that a comprehensive approach to developing vocational competence should incorporate both technical and soft skills, align with industry demands, and leverage technological advancements. (Xiaofeng, P. et al., 2026; Ying, L. et al., 2026).

Despite the recognized importance of vocational competence, Guangxi Talent International College faces several challenges in effectively developing and assessing this skill set among its students. One significant issue is the misalignment between educational programs and industry needs. Traditional curricula often prioritize theoretical knowledge over practical skills, resulting in a gap between what students learn and what employers require [Davis, 2023]. This misalignment is exacerbated by the rapidly changing nature of industries, which demands continuous updates to educational content and delivery methods. (Yinlin, L. et al., 2026; Yu, Z. et al. 2026)

In conclusion, the development of vocational competence guidelines for students at Guangxi Talent International College is essential for addressing the current challenges and ensuring that students are well-prepared for the global workforce. By integrating insights from research literature and aligning with industry needs, the college can create a comprehensive framework that enhances vocational competence through both technical and soft skills development. Addressing resource limitations and fostering industry-academia collaboration are critical steps in implementing these guidelines effectively. Ultimately, the development of vocational competence will not only improve students' career prospects but also contribute to the broader goals of regional economic development and international collaboration.

## Objectives

1. To study the level of vocational competence of students at Guangxi Talent International College.
2. To propose development guidelines for enhancing the vocational competence of students at Guangxi Talent International College.

## Literature Review

### 1. Vocational competence

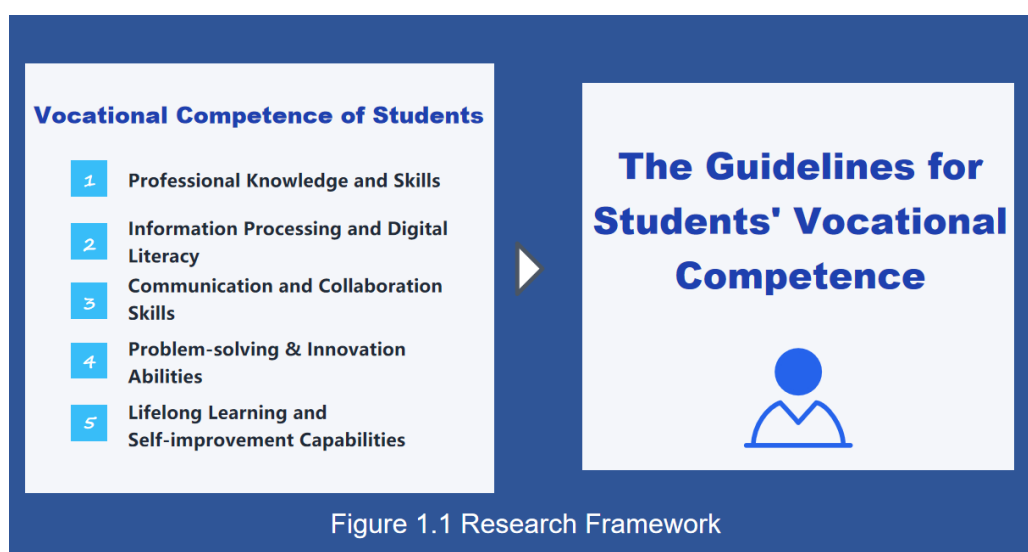
Vocational competence is conceptualized as a holistic and measurable set of capabilities required for effective performance in a chosen career. It encompasses more than task skills, covering knowledge, skills, and attitudes that underlie effective work performance. This operational definition is adopted from the vocational competence framework established for students at Guangxi Talent International College. The framework is chosen for this study because it explicitly delineates and measures the construct through five key variables which are highly relevant to the modern workplace: Professional Knowledge and Skills, Information Processing and Digital Literacy, Communication and Collaboration Skills, Problem-solving and Innovation Abilities, and Lifelong Learning and Self-improvement Capabilities. This multidimensional structure provides a comprehensive and practical basis for assessment and guideline development. Furthermore, the framework is informed by established educational theories such as competency-based education and aligns with the context of vocational education policy, ensuring its theoretical and contextual appropriateness for this research focused on the specific student population of Guangxi Talent International College. Contemporary frameworks, such as the one proposed by Chen and Liu (2023), operationalize it through five interconnected dimensions: Professional Knowledge and Skills, Information Processing and Digital Literacy, Communication and Collaboration Skills, Problem-solving and Innovation Abilities, and Lifelong Learning and Self-improvement Capabilities.

### 2. Research Framework

The theoretical foundation for this study synthesizes perspectives from competency-based education (CBE), core literacy concepts, and career development theories. Specifically, it draws on competency-based education models discussed in vocational education reforms, the core literacy concepts

from Chinese vocational education policy, and career development theories such as Super's lifespan theory. The research framework is built upon these five dimensions, which guide the investigation into current competency levels and the subsequent development of targeted guidelines.

This integrated vocational competence framework, synthesizing the aforementioned perspectives, is visually summarized in the following conceptual model.



## Methodology

### 1. Population and Sample

#### Population

The research Population are 12,000 students from Guangxi talent international college.

#### Sample

**For the questionnaire:** The sample size is set at 375 students from Guangxi Talent International College. This number is determined based on the

sample size table by Krejcie and Morgan (1970). Sampling was conducted using accidental sampling method.

**For the interview:** The interviewees will be 5 teachers and administrators from Guangxi Talent International College, selected using purposive sampling based on their extensive experience and expertise in vocational education and student development.

## 2. Research Instrument

### Questionnaire

The instrument to collect data for Objective 1 is a 5-point Likert scale questionnaire, designed based on the five dimensions of vocational competence. The questionnaire is divided into two parts: Part 1 collects demographic information including gender, age, year of study, and internship experience; Part 2 measures students' self-perceived competence in the five dimensions, with each dimension measured by 5 statements, resulting in 25 items total. Responses range from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire underwent item generation, expert review for content validity (IOC index 0.80–1.00), and a pilot test (Cronbach's  $\alpha = 0.92$ ).

### Structured Interview Form

The instrument to collect data was a semi-structured interview guide, designed based on the five vocational competence dimensions. It aimed to collect insights into the college's current cultivation mechanisms, challenges, and improvement strategies. The interview guide consisted of: Part 1: Interviewee Demographic Information (including interviewee number, gender, highest education, working experience, position, interview duration, and interview mode); Part 2: Interview Questions (open-ended questions organized around the five dimensions, focusing on cultivation strategies, challenges, and recommendations for guidelines).

### **3. Data Collection**

To ensure the systematic collection of data, the researcher implemented the following procedures:

1) The finalized online questionnaire was distributed to 375 students via official college channels (class coordinators, student group chats) over a two-week period. A cover letter explained the research objectives, assured anonymity/confidentiality, and emphasized voluntary participation.

2) Data was collected through a secure online survey platform for efficient management.

3) After closing the survey, invalid responses (incomplete, patterned answers) were screened out to ensure data integrity.

4) A total of 375 valid responses were obtained, coded, and organized for statistical analysis.

### **4. Data analysis**

#### **4.1 Analyzing the questionnaire data**

The quantitative data from the 375 valid questionnaires were analyzed using statistical software, following these steps:

1) Demographic Analysis was analyzed using frequencies and percentages to describe the sample characteristics.

2) Descriptive Analysis was analyzed using mean scores and standard deviations for each item and for each of the five vocational competence dimensions.

#### **4.2 Analyzing the structural interview data**

The interview transcripts were analyzed using thematic analysis, following the six-phase framework by Braun and Clarke (2006):

1) Familiarization: Repeatedly read the transcripts to understand interviewees 'perspectives on each competence dimension's cultivation.

2) Generating Initial Codes: Systematically code key information linked to the five dimensions (e.g., curriculum design for professional knowledge, digital

training practices), focusing on cultivation strategies, challenges, and improvement recommendations to address the second research objective.

3) Searching for Themes: Collate codes into themes reflecting cultivation strategies, challenges, and improvement directions for each dimension.

4) Reviewing Themes: Check themes against the transcripts to ensure alignment with the five dimensions and data coherence.

5) Defining and Naming Themes: Refine themes and assign clear names, each tied to one of the five dimensions.

6) Producing the Report: Select typical transcript extracts to illustrate themes, forming the basis for the vocational competence development guidelines.

The analysis was conducted manually with memo-writing to ensure rigor, capturing institutional stakeholders’ insights to inform the final guidelines.

## Results

### Part 1: Vocational Competence

**Table 1** The mean ( $\bar{X}$ ) and standard deviation (S.D.) of Vocational Competence among students at Guangxi Talent International College in 5 aspects. (n=375)

| Vocational Competence Dimensions                       | $\bar{X}$ | S.D. | Level | Ranking |
|--------------------------------------------------------|-----------|------|-------|---------|
| 1. Information Processing and Digital Literacy         | 4.22      | 0.72 | High  | 1       |
| 2. Communication and Collaboration Skills              | 4.06      | 0.72 | High  | 2       |
| 3. Professional Knowledge and Skills                   | 3.98      | 0.76 | High  | 3       |
| 4. Problem-solving and Innovation Abilities            | 3.92      | 0.89 | High  | 4       |
| 5. Lifelong Learning and Self-improvement Capabilities | 3.89      | 0.91 | High  | 5       |
| Total                                                  | 4.01      | 0.81 | High  |         |

As shown in Table 1, students at Guangxi Talent International College demonstrated a high overall level of vocational competence ( $\bar{X}=4.01$ , S.D.=0.81). Among the five dimensions, “Information Processing and Digital Literacy” ranked the highest ( $\bar{X}=4.22$ , S.D.=0.72), followed by “Communication and Collaboration Skills” ( $\bar{X}=4.06$ , S.D.=0.72), “Professional Knowledge and Skills” ( $\bar{X}=3.98$ , S.D.=0.76), “Problem-solving and Innovation Abilities” ( $\bar{X}=3.92$ , S.D.=0.89), and “Lifelong Learning and Self-improvement Capabilities” ( $\bar{X}=3.89$ , S.D.=0.91), all at a high level.

## Part 2: Guidelines Development

1. For Professional Knowledge and Skills, experts suggested that confidence comes from repeated, successful practice in high-fidelity environments; therefore, collaborating with industries characterized by high-pressure environments to jointly design and implement realistic simulation scenarios is essential to build students' confidence in completing core work tasks.

2. For Information Processing and Digital Literacy, addressing the gap between learning tools and applying them, experts recommended upgrading professional training centers and software to industry standards and explicitly planning their application in key practical tasks.

3. For Communication and Collaboration Skills, to systematically enhance adaptive communication for international talent training, experts advised integrating simulations of international business meetings or client negotiations into language and professional practice courses.

4. For Problem-solving and Innovation Abilities, moving from awareness to sustained practice requires a supportive ecosystem; thus, experts highlighted the need to optimize the campus innovation ecosystem by creating maker spaces or innovation labs with dedicated mentors.

5. For Lifelong Learning and Self-improvement Capabilities, to foster intrinsic motivation and make self-improvement visible and rewarded, experts

suggested integrating career planning and professional growth seminars into the curriculum system and creating a digital badge or micro-credential system to recognize self-improvement outcomes.

## Discussion

The development of vocational competence among students at Guangxi Talent International College is discussed as follows:

1. The quantitative findings revealed that the overall vocational competence of students was at a high level, with "Information Processing and Digital Literacy" ranking first. This high level of competence aligns with the college's strategic focus on international talent training and the integration of technology in education. The research results indicated that "Information Processing and Digital Literacy" ranked first among the students' vocational competencies. This high level of competence aligns with the college's strategic focus on international talent training and the integration of technology in education. This finding is consistent with Davis (2023), who noted that vocational education programs significantly enhance students' employability by providing practical skills directly applicable to specific industries. Similarly, Johnson et al. (2021) emphasized the importance of complementing technical expertise with soft skills for career success, which supports the balanced development observed across dimensions. This finding is consistent with Davis (2023), who noted that vocational education programs significantly enhance students' employability by providing practical skills directly applicable to specific industries. Similarly, Johnson et al. (2021) emphasized the importance of complementing technical expertise with soft skills for career success, which supports the balanced development observed across dimensions.

2. Regarding "Professional Knowledge and Skills", the highest-ranking item was confidence in core theoretical knowledge, whereas confidence in completing

core work tasks was the lowest. The reason is that theoretical knowledge is often assessed in controlled academic settings, whereas applying integrated knowledge to complete complex, real-world tasks under pressure requires more authentic, high-fidelity practice environments that are sometimes lacking. This indicates a curriculum-industry misalignment where educational content lags behind industry needs. This finding is consistent with Davis (2023), who highlighted that traditional curricula often prioritize theoretical knowledge over practical skills, creating a gap between what students learn and what employers require. Furthermore, Xie and Wang (2021) argued that the competency-based education (CBE) model provides a foundational reference for structuring skill development to bridge this gap.

3. The analysis of "Lifelong Learning and Self-improvement Capabilities" indicated that while students actively seek new knowledge, their ability to self-regulate and monitor learning without supervision was relatively lower. The reason is that instruction often emphasizes the clarification of course objectives and learning requirements, helping students develop clear goal awareness, whereas relatively limited emphasis is placed on training students in continuous self-monitoring and reflective learning strategies. This result is consistent with Balay and Misleng (2022), who found that students generally demonstrated strong goal-setting abilities but limited engagement in monitoring goal attainment. Similarly, Duong and Nguyen (2021) reported that while university students recognized the importance of setting goals, their actual use of self-regulated learning strategies, particularly monitoring and evaluation, was relatively limited.

4. It was found that implementing systematic strategies, such as industry-designed simulations, can bridge the gap between competence awareness and confidence, applied performance. The reason is that targeted guidelines translate general competencies into concrete actions within the specific institutional context of Guangxi Talent International College, directly addressing the

challenges of curriculum-industry misalignment and resource limitations. This supports the literature which suggests that successful models involve collaborative curriculum development and the establishment of practical training bases to ensure learning is grounded in authentic work contexts.

## Recommendation

### For Application:

1. Educators should adopt strategies like integrating structured reflection portfolios and recognizing progress through digital badge systems to foster intrinsic motivation for lifelong learning.
2. Schools should design curricula incorporating immersive innovation challenges and maker spaces with mentorship to sustain creative practice.
3. Teacher training should include modules on designing complex simulations that replicate workplace pressure to build application confidence.

### For Future Research:

1. Longitudinal studies should track the impact of the implemented guidelines over time.
2. Comparative studies with other international vocational colleges could identify best practices.
3. Research should investigate the relationship between specific guideline implementations (e.g., industry-co-designed simulations) and changes in student performance metrics.

## References

- Chen, Y., & Liu, X. (2023). A multidimensional framework for assessing vocational competence in higher vocational education. *Vocational Education Research*, 42(5), 88-102.

- Chen, H., & Zhao, L. (2024). Digital transformation in vocational education: A case study of model initiatives in Guangxi. *China Educational Technology*, (3), 112-118.
- Courtenay, M., & Mawer, G. (2025). Beyond task skills: Defining comprehensive vocational competence for the modern workplace. *National Centre for Vocational Education Research*.
- Davis, P. (2023). Aligning curriculum with industry needs: The impact of vocational programs on graduate employability. *Journal of Vocational Education & Training*, 75(1), 15-34. <https://doi.org/10.1080/13636820.2022.2154387>
- Deng, J. (2025). The practical and theoretical value of vocational competence cultivation in enhancing employment competitiveness. *Chinese Vocational and Technical Education*, (10), 56-61.
- European Commission. (2018). *Council Recommendation on Key Competences for Lifelong Learning*. Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1>
- Grugulis, I. (1997). The meaning of competence in a changing work context. In *HRM: The State of the Art* (pp. 89-105). Palgrave Macmillan.
- HR Community. (2025). *International vocational competency standards: A comprehensive guide for HR professionals*. HRC Global Publications.
- Huang, L. (2023). The impact of international exchange programs on graduate competitiveness in the global labor market. *Journal of Studies in International Education*, 27(4), 512-530.
- Huang, L., Zhang, Q., & Zhou, W. (2024). A three-stage evaluation model for vocational competence development in higher vocational colleges. *Assessment & Evaluation in Higher Education*, 49(1), 134-150.

- Jingfei, X., Intarasompun, W., Puchatree, N. (2026). The Relationship between Classroom Participation and Digital Literacy of Logistics Majoring Students in Linyi University. *Modern Academic Development and Promotion*, 4(2). 873-888. Retrieved from <https://so12.tci-thaijo.org/index.php/MADPIADP/article/view/6341>
- Johnson, K., Smith, R., & Brown, L. (2021). The indispensable complement: Why soft skills are critical for technical career success. *International Journal of Management Education*, 19(3), 100539. <https://doi.org/10.1016/j.ijme.2021.100539>
- Klug, J., & Dohmen, D. (2024). An integrated model of vocational competence: Linking individual capabilities with organizational context. *Human Resource Development Quarterly*, 35(1), 77-99.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Li, F., & Chen, J. (2024). The efficacy of industry-integrated training programs on student competency development: A quantitative study. *Journal of Cooperative Education and Internships*, 48(1), 45-67.
- Liu, Y., & Wang, D. (2022). Fostering innovation and entrepreneurship in vocational colleges through campus incubators. *Journal of Innovation and Entrepreneurship*, 11(1), 12.
- Long, D., & Magerko, B. (2020). What Is AI Literacy? Competencies and Design Considerations. In *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems* (Article 3376727). Association for Computing Machinery. <https://doi.org/10.1145/3313831.3376727>
- Zhang, W., & Liu, Y. (2023). The impact of industry advisory committees on graduate employment alignment in vocational colleges. *Studies in Higher Education*, 48(7), 1234-1250.

- Meifen, Z. Intarasompun, W., Puchatree, N. (2026). The Relationship Between Students Interpersonal Relationships and Mental Health at Guangxi Talent International College. *Journal of Interdisciplinary Social Development*, 4(2),1020-1037. Retrieved from <https://so12.tci-thaijo.org/index.php/JISDIADP/article/view/6611>
- Ministry of Education of the People's Republic of China. (2025). *Opinions on Accelerating Education Digitalization*.
- Misbah, Z., Gulikers, J., Mulder, M., & Wesselink, R. (2020). Evaluating competence-based vocational education in Indonesia: The role of assessment. *Journal of Vocational Education & Training*, 72(4), 588-609.
- Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., Qiao, M. S., & Ma, W. W. K. (2021). Conceptualizing AI Literacy: An Exploratory Review. *Computers & Education: Artificial Intelligence*, 2, 100041. <https://doi.org/10.1016/j.caeai.2021.100041>
- Qian, Y. (2025). Pedagogical Applications of Generative AI in Higher Education: A Systematic Review of the Field. *TechTrends*. <https://doi.org/10.1007/s11528-025-01100-1>
- Rihab Wit Daryono, M., Hidayat, D., & Kurniawan, A. (2023). An empirical study on hands-on training and competency development in vocational education. *Journal of Technical Education and Training*, 15(1), 78-95.
- Shneiderman, B. (2020). Human-centered Artificial Intelligence: Reliable, Safe & Trustworthy. *International Journal of Human-Computer Interaction*, 36(6), 495–504. <https://doi.org/10.1080/10447318.2020.1741118>
- Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. John Wiley & Sons.
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development* (2nd ed., pp. 197–261). Jossey-Bass.

- Touretzky, D. S., Gardner-McCune, C., Martin, F., & Seehorn, D. (2019). Envisioning AI for K–12: What Should Every Child Know about AI? In *Proceedings of the AAAI Conference on Artificial Intelligence*, 33(1), 9795–9799. <https://doi.org/10.1609/aaai.v33i01.33019795>
- United Nations Educational, Scientific and Cultural Organization. (2024, August 8). *AI Competency Framework for Students*. <https://www.unesco.org/en/articles/ai-competency-framework-students>
- Wang, Y., Li, S., & Zhang, H. (2024). *Annual report on graduate employment and competency certification at Guangxi Talent International College (2024)*. Internal College Report.
- Williams, J. (2022). Intercultural competence and global mindset as core dimensions of vocational readiness. *Journal of International Education in Business*, 15(2), 189-205. <https://doi.org/10.1108/JIEB-06-2021-0067>
- Wit Daryono, R., Hidayat, D., & Kurniawan, A. (2023). Skills gap analysis and dynamic competency framework development in vocational institutions. *International Journal of Educational Management*, 37(5), 1021-1037. <https://doi.org/10.1108/IJEM-03-2022-0099>
- Xiang Hui, J., Intarasompun, W., Watananimitgul, W., & Iamsa-ard, A. (2023). The Development of Psychological Health Education Curriculum Based on Psychological Capital to Improve the Positive Psychological Quality of College Students. *Journal of Roi Kaensarn Academy*, 8(11), 171–185.
- Xiaofeng, P. Intarasompun, W., Punchatree, N. (2026). The Relationship Between Creative Mind And Animation Ability Of Students At Guangxi Talent International College. *Journal of Interdisciplinary Social Development*, 4(2), 154-168. Retrieved from <https://so12.tci-thaijo.org/index.php/JISDIA DP/article/view/6387>

- Xie, L., & Wang, M. (2021). The competency-based education (CBE) model as a reference for structuring skill development in vocational education reform. *Educational Research Review*, 34, 100402. <https://doi.org/10.1016/j.edurev.2021.100402>
- Ying, L. Intarasompun, W., Puchatree, N. (2026). The Relationship between Students' Learning Style and Employment Expectations of Hechi University. *Journal of Mani Chettha Ram Wat Chommani*, 9(2), 729-743. Retrieved from <https://so07.tci-thaijo.org/index.php/JMCR/article/view/10336>
- Yinlin, L. Intarasompun, W., Puchatree, N. (2026). The Relationship between Learning Style and Cultivation of Learning Interest of Freshmen in Chengguan Middle School. *Journal of Mani Chettha Ram Wat Chommani*, 9(2), 744-758. Retrieved from <https://so07.tci-thaijo.org/index.php/JMCR/article/view/10337>
- Yu, Z. Intarasompun, W., Puchatree, N. (2026). The Relationship between Learner Autonomy and Students' English Learning Strategies in the Context of Online Learning at Nanning University. *Journal of Mani Chettha Ram Wat Chommani*, 9(2), 759-773. Retrieved from <https://so07.tci-thaijo.org/index.php/JMCR/article/view/10338>
- Zeng, T. (2024). Vocational competence as the source of career success and enterprise competitiveness. *Human Resources Development of China*, 41(4), 34-41.
- Zhan, Z., & Magerko, B. (2025). Navigating the grey areas: Academic integrity and transparency in the age of generative AI. *Ethics and Information Technology*, 27(1), 5. <https://doi.org/10.1007/s10676-024-09783-5>
- Zhang, W., & Li, H. (2022). A model of progressive competence development: From basic knowledge to advanced innovation. *Journal of Vocational Education Research*, 41(3), 77-89.